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ABSTRACT

A study examined patterns of enrollment in adult education programs during incarceration. Vocational and academic programs in a single correctional facility in Massachusetts were studied over a four-month period in order to discern any existing differences between offenders who did and did not participate in educational programs and also to determine whether any significant differences existed between those who remained in programs and those who withdrew. Of the 1,196 individuals in the sample, 499 (42 percent) participated in educational programs. At the end of the study, 149 (30 percent) of the original 499 program participants were still enrolled in courses, 163 (33 percent) had completed courses, and 187 (37 percent) had withdrawn from courses. It was concluded that the following types of individuals were more likely to participate in educational programs: younger offenders, persons belonging to a minority group, and those with a less extensive criminal history. Offenders with low levels of education were more likely to participate in academic programs, whereas those with high levels of education were more likely to participate in vocational programs. No differences were found between those offenders who tended to complete educational programs and those who withdrew. (Ten tables of data are included in this report.) (MN)

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Patterns of Enrollment in Adult Education Programs During Incarceration

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Abstract

Educational programming is an important part of the rehabilitative effort of the Department of Correction. However, not all offenders choose to participate in educational programs and those who do enroll in educational programs may not complete them. The purpose of this project is to study patterns of enrollment in educational programs in order to discern any differences between offenders who participated in educational programs and those who did not participate, as well as to discern differences between those participants who remained in programs and those who withdrew. The report is based on a study of vocational and academic programs at a single correctional facility in Massachusetts over a four month period of time. Some highlights of the findings are:

- Of the 1,196 individuals in the sample there were 499 (42 percent) participants in educational programs.

- At the end of the study period, of the 499 participants, there were 149 (30 percent) still enrolled in courses, 163 (33 percent) who had completed courses, and 187 (37 percent) who had withdrawn from courses.

- Minority offenders were more likely to participate than non-minority offenders.

- Younger offenders were more likely to participate than older offenders.

- Offenders serving Concord sentences were more likely to participate than offenders serving Walpole sentences.

- Participants had a less extensive criminal history than non-participants.

- Participation rates were low among those offenders who were recently transferred to the institution; participation rates were also low among those offenders who were at the institution for a long period of time.

- Minority offenders were more likely to participate in academic programs; non-minority offenders were more likely to participate in vocational programs.

- Offenders with low levels of education were more likely to participate in academic programs; offenders with high levels of education were more likely to participate in vocational programs.

- There were no differences found between those offenders who tended to complete educational programs and those who withdrew.

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Patterns of Enrollment in Adult Education Programs During Incarceration

Academic and vocational training programs are an integral part of the rehabilitative effort of the Department of Correction (DOC). Participation in educational programs is thought to be related to the overall goal of rehabilitation as it provides the training necessary to enable offenders to become productive and independent members of society upon release. The educational level of the offender population in state correctional facilities is lower than that of the general population. According to the 1980 census the general adult population in Massachusetts had a median educational level of 12.6 years while the population of offenders committed to the DOC in 1980 had a median educational level of only 9.5 years. Addressing this lack of formal education is one of the major rehabilitative efforts of the DOC.

Participation in academic and vocational training programs is voluntary on the part of the offender. Because of the voluntary nature of correctional education programs questions that often arise are: Why do some offenders choose to participate and not others?

What part of the population is being served? and How can non-participants be included? Attrition rates are often high in correctional programs so related questions that are also asked include: What part of the participant population completes educational programming? Why do some students succeed in the various programs and not others? and What types of students persist and which are more likely to drop out?

The present study considers patterns of enrollment in educational programs in the DOC. It is hoped that the study will be of direct practical interest to the staff and administrators of the particular programs involved as well as of general interest to adult educators concerned with these issues.

The project focuses on the educational programming at a single institution of the DOC over a four month period of time. The project involved the collection and analysis of educational participation and offender background information to address the following questions:

- How can the education programs be characterized?
- What are the patterns of enrollment in education programs?
- How do participants differ from non-participants?
- How do participants in vocational programs differ from participants in academic programs?
- Are there any differences between offenders who complete courses and those who withdraw?

Variables that were considered in making comparisons among the various educational groups include the following general areas: personal background characteristics, criminal history of the offender, present offense characteristics, institutional placement characteristics and educational program descriptors.

The first section of the study details the method used in the project. The second section describes the educational programs offered during the study period and the patterns of enrollment in each program. In the third section the sample is divided into two groups, participants and non-participants, and a comparison is made between these two groups. In the fourth section the participants are divided into two groups, academic and vocational program participants, and a comparison is made between these two groups. In the next section the participants are divided into three groups, those enrolled in programs at the end of the study period, those who completed programs and those who withdraw from programs. A comparisen is then made between those who completed programming and those who withdrew. The final section summarizes the findings of the report and discusses some of the implications of these findings for correctional programming.

Methodology

The study considered patterns of enrollment in educational programming at a single correctional facility over a four month period of time. Included in the study were all offenders incarcerated in the institution over that time period and all academic and vocational programming offered during that time. The time period under study was September 1, 1981 to December 31, 1981.

Sample

The sample consisted of all offenders at the study institution during the period September 1, 1981 to December 31, 1981. Thus, included in the sample are all offenders at the institution at the beginning of the study period as well as any offender admitted to the institution during the study period. Offenders who were admitted to the institution solely for medical purposes were excluded from the analysis. Offenders who were housed or admitted to the Norfolk Reintegration Unit (NRU) were included in the sample.

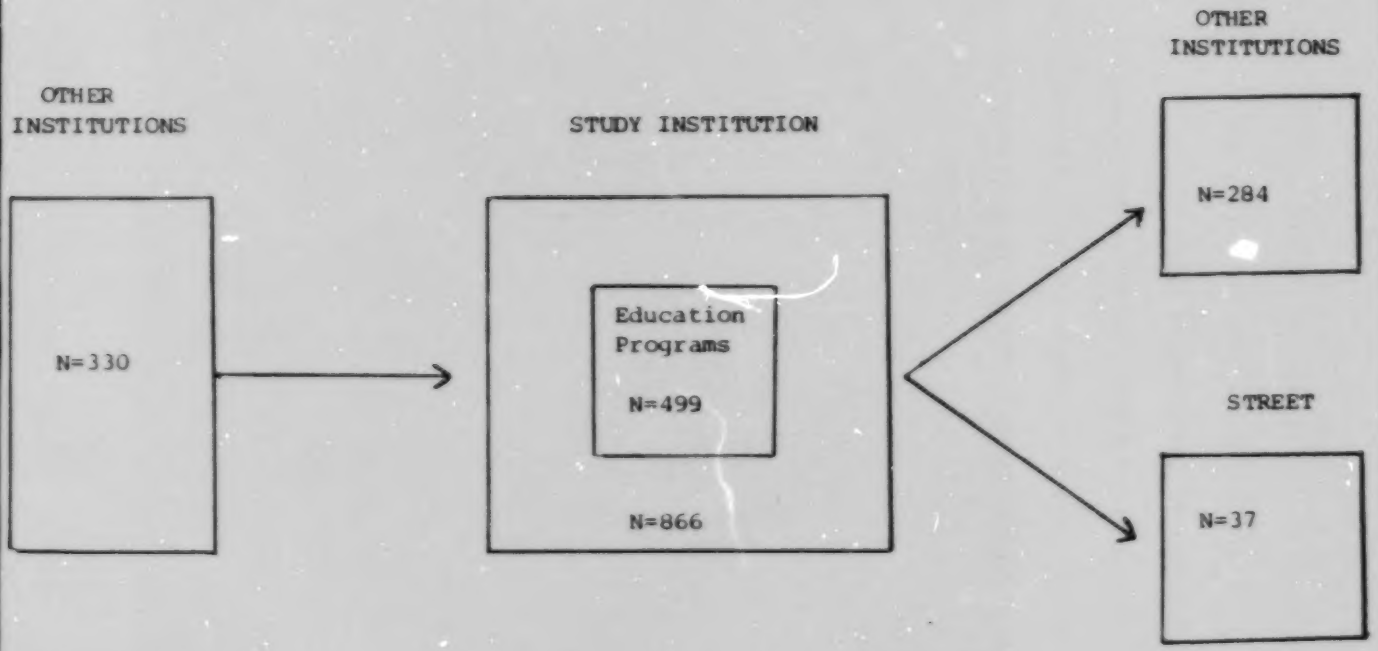
The total sample size was 1,196 and included 866 individuals who were at the institution at the beginning of the study period and 330 individuals who were admitted during the study period. The sample included 321 individuals who were released from the institution during the study period, 281 of whom were at the institution at the beginning of the study period and 40 of whom were also admitted during the study period. Of the total sample of 1,196 there were 585 (49 percent)

individuals who were at the institution for the entire study period and 611 (51 percent) individuals who were either admitted to or released from the institution (or both) during the study period. Thus half of the study sample were involved in some institutional movement during the study period while half were at the study institution for the entire study period. This substantial amount of population movement is significant in terms of programming considerations.

Figure 1 shows the movement of the study sample. It is important to remember the amount of movement through the institution in discussing patterns of enrollment, as the educational program participation to be studied takes place while individual offenders are at the study institution but is likely to be affected by inter-institutional movement patterns.

Figure 1

Summary of Sample Movement Through
The Study Institution



Data Collection

Information on education program participation was collected from monthly education program attendance rosters completed by each instructor. These rosters indicated the participants in each educational program, their attendance, the date of entry into the program and the date and reason for program termination (where applicable). Additional program participation information was collected from monthly earned good time rosters for each program. A monthly summary roster of educational program participation and earned good time for each program participant was used to check for completeness of the data collected.

Further information on the subjects in the sample included present offense, personal background, criminal history, furlough participation and present incarceration. This information was collected from the Correction and Parole Management Information System (CAPMIS). Information on current placement at MCI-Norfolk was taken from Central Office records regarding the offender.

Institution

The study institution was MCI-Norfolk. This is a medium security facility for males that was opened in 1931. The population at MCI-Norfolk was 885 at the beginning of the study period and 892 at the end of the study period, averaging 889 over the period under study. Individuals are never committed directly to MCI-Norfolk; rather they are transferred from other secure facilities and are generally released by transfer to other lower security facilities.

MCI-Norfolk was selected for the study for a number of reasons. First, the institution was known to have a well established and diversified educational program. The educational program included extensive programs in academic and vocational areas and provided programming from basic to post-secondary levels. The program is run solely within the confines of the institution as offenders are not eligible for release programming.

Second, the institutional population at MCI-Norfolk was particularly suited to this study. The population at MCI-Norfolk is large and relatively stable. This permitted the utilization of a large pool of subjects and allowed for long term participation in educational programs.

Using a single institution for purposes of the study has the advantage of making the project more feasible than a department wide study. It has the disadvantage of limited generalizability to other institutional settings. Further, it is not possible to relate an inmate's educational program participation at Norfolk to such program involvement at other correctional facilities in order to get a measure of his overall educational experience while incarcerated.

Educational Programs

There were over 70 different courses offered to offenders at MCI-Norfolk during this four month period. The courses ranged from very basic to college levels and included academic, vocational and general interest courses. Vocational training included courses in computer science, welding and graphic arts. Academic training

included reading, mathematics and other traditional subjects. A list of all course offerings appears in Appendix A. In this section a general description of the program areas and courses will be given as well as an overview of the levels of participation in each of the courses.

Educational Programs, A Description

The education programs at MCI-Norfolk can be divided into six general areas: college courses, day-time Adult Basic Education (ABE), vocational training, Norfolk Reintegration Unit (the NRU, a protective custody residential unit), and other (general interest courses). A list of the courses in each area appears in Appendix A.

Education programs varied considerably in their structure. Some met once a week while others met every day of the week. Classes were scheduled from 8 in the morning until 9 in the evening. Class size ranged from individual tutorials to classes of 20 to 30 students. Some of the general characteristics of the courses are given here. More detailed descriptions of the courses appear in Appendix A.

College Courses. College courses were offered by three institutions: Boston University, University of Massachusetts (Boston) and Bunker Hill Community College. There were seven undergraduate courses offered in the humanities, social sciences and mathematics. Additionally the University of Massachusetts offered two college preparatory courses. Bunker Hill Community College offered a variety of correspondence courses.

College courses met one day a week for two and one-half hours. Total enrollment ranged from 5 to 49.

A.B.E. Day Division. ABE day division offered courses ranging from basic education to preparation for the General Equivalency Diploma (GED) test. Courses were also offered for special populations. Courses were available for individuals whose primary language was not English (bilingual education). Supplementary courses were available for offenders who were under 21 years of age (Chapter I). Generally an offender enrolled in more than one course in the ABE day division. Usually a participant enrolled in a math course and a language course. These courses generally were at the same grade level but this was not necessarily so. ABE day courses generally met five days a week in the morning.

A.B.E. Evening Division. The content of the ABE evening division courses was similar to that of the day division. The evening division offered courses from 6 to 9pm on Monday, Wednesday and Friday. Courses were generally one-hour long so that participants were generally enrolled in several courses in different subject areas but at the same grade level. Special course offerings were more limited in the evening than in the day division.

Vocational Training. Vocational training included courses that were non-academic. These courses provided training in a wide variety of areas including heating, graphic arts, refrigeration, air conditioning, welding, computer science, and barbering. Courses met during the day and the number of scheduled in-class hours was generally higher than for academic courses.

N.R.U. The NRU was a special protective custody section of the institution. As such there is generally limited population movement between the NRU and the rest of the Norfolk population. For this reason a number of courses were established specifically for this population. They were generally similar in content to the A.B.E. day division but met less frequently with lower attendance levels. A health course, a vocational course and a college seminar were also organized for NRU residents during the study period. Thus, while their choices were more narrow, they could choose from a range of course levels. Courses met one day a week in the afternoon.

Other Courses. Two types of courses were offered during the study period that can best be described as general interest courses: correspondence and health. Correspondence courses covered a variety of academic, vocational and general interest topics. Correspondence courses included: bookkeeping, accounting, business math, business management, psychology, sociology, American literature, economics, law, mathematics, Spanish, communications and auto repair. Health courses covered cardio-pulmonary resuscitation (C.P.R.) and stress awareness.

Education Program, Patterns of Participation

Of the 1,196 individuals in Norfolk during the study period, 499 (42 percent) enrolled in at least one educational program during the four month period. Some of the general characteristics of that participation are described in this section.

Number of Classes. Individuals participated in one to nine different educational courses during the period. Most individuals participated in only one class (N=210 or 42 percent). The median number of classes in which offenders were enrolled was two. Table 2 in Appendix A shows this information.

Program Areas. Courses were divided into six categories: college courses, day-time ABE, evening ABE, vocational training, NRU and other (special interest courses). Most participants were enrolled in classes in one program area only. However, a substantial proportion of participants were enrolled in two or more general program areas. Seventy-three percent were enrolled in one program area; 23 percent were enrolled in two programs and 4 percent were involved in three or four different programs.

The course areas with the most enrollment were ABE-day with 175 individuals (35 percent) and vocational training with 174 individuals (35 percent). Enrollment in other areas includes college (109 or 22 percent), ABE-evening (96 or 19 percent), NRU (37 or 7 percent) and other (66 or 13 percent). Percentages total more than 100 percent because offenders can enroll in more than one program area.

Status of Enrollees. The status of participants in education programs at the end of the study period is shown in Appendix A. At the end of the period participants could be currently enrolled or could voluntarily withdraw or be administratively dropped from a class or the class could end. Participants could also terminate enrollment by being released from the institution, transferred to another correctional facility or released to the street.

Participants and Non-Participants

In this section participants in educational programs will be compared with non-participants. A participant was defined as any individual who enrolled in one or more courses during the study period, regardless of the outcome of that enrollment. A non-participant was defined as any individual who enrolled in no educational courses during the study period. Overall, of the 1,196 offenders in the sample there were 499 (42 percent) participants and 697 (58 percent) non-participants. Participants and non-participants will be compared on a number of characteristics in four general areas: personal background, present offense, criminal history and present incarceration. The analysis will attempt to determine if there are any areas in which participants differ systematically from non-participants. Tables showing the relationships discussed in this section appear in Appendix B.

Personal Background Characteristics

Race and Ethnicity. Offenders were classified in two ways in order to describe their race and ethnicity. Offenders were classified by race into white and non-white. White would include white hispanics and non-white would include blacks, black hispanics and other races. Offenders were classified by ethnicity into hispanic and non-hispanic. Hispanic would include white hispanics and black hispanics while non-hispanics include whites, blacks and other races.

Participation in education programs was higher among non-white offenders than white offenders. The participation rate among whites was 39 percent; the participation rate among non-whites was 46 percent. Similarly, participation in education programs was higher among hispanic offenders than among non-hispanic offenders. The participation rate for hispanics was 59 percent compared with 41 percent for non-hispanics. These differences are large enough to be considered statistically significant.

Age. The age of the offender sample was considered in two ways: age at the beginning of the study period and age at the beginning of the current commitment. Participants were found to be significantly younger than non-participants. The average age of participants at the beginning of the study period was 28.0 years in comparison with an average age of 30.2 years for non-participants. The average age of participants at the time of their commitment was 26.3 years in comparison with an average age of 27.6 years for non-participants.

Participation in educational programs decreased steadily as the age of the offender increased, from 50 percent of those 19 and under at the beginning of the study period to 26 percent of those in the 45 to 49 year old cohort. Participation rates increased slightly for offenders ages 50 and over. A similar pattern of participation is exhibited when looking at age at commitment.

Offenders under 21 years of age are a particular target group for educational programming under Chapter I. This is a federally subsidized program that provides supplemental instruction to younger offenders. There were 109 offenders who were less than 21 at the beginning of the study

period. The participation rate among those younger offenders was 49 percent, compared with 41 percent for offenders 21 years and older. While offenders under 21 had a higher participation rate than older offenders, this difference was not large enough to be considered statistically significant.

Military Service. Participation rates were similar for veterans and non-veterans in the sample. Veterans had a participation rate of 41 percent while non-veterans had a participation rate of 42 percent.

Marital Status. Participation rates varied significantly by the marital status of the offender at the time of commitment. Participation rates were highest among offenders who were married (44 percent) or single (43 percent) in contrast with those who were in a state of marital separation (34 percent). This latter category includes offenders who were separated, divorced, or widowed at the time of commitment.

Education. There were no statistically significant differences in the participation rates of offenders with varying prior educational experience. Offenders with prior college education had the highest participation rates (46 percent) while offenders with an 8th grade education or less had the lowest participation rates (38 percent). On average participants and non-participants had completed 9.8 years of schooling prior to their commitment.

Work Experience. Length of work experience was not related to participation in educational programs. Forty-two percent of the subjects with 9 months or less work experience participated in educational programs compared with 41 percent of those with 10 months or more work experience.

Summary. Participation rates in educational programs were found to be higher among non-white and hispanic offenders. Younger offenders were more likely to participate than older offenders. Marital status was related to participation only to the extent that offenders who were married or single were more likely to participate than those from disrupted marriages. Participation in education programs was not related to prior education, work experience or military experience.

Present Offense Characteristics

Committing Institution. Offenders committed to the DOC are originally sentenced to MCI-Walpole or MCI-Concord. Those sentenced to MCI-Walpole are serving state prison sentences that are generally longer and given to older or more serious offenders. Those sentenced to MCI-Concord are serving indeterminate reformatory sentences that are generally shorter and given to younger or less serious offenders.

Offenders committed to MCI-Concord were more likely to participate in educational programs than those committed to MCI-Walpole. Concord commitments had a participation rate of 46 percent in contrast with 40 percent for Walpole commitments. This is probably related to the finding that participants were younger than non-participants as individuals committed to Concord are generally younger than those committed to Walpole. It is important to note that offenders serving shorter period of time (17.9 months) than offenders serving Walpole

sentences (56.1 months).[1]

Sentence. There were no differences found in the length of sentence that individuals were serving and their participation in educational programming. Participants serving Walpole sentences had an average minimum sentence of 12.3 years compared with 13.1 years for non-participants. Participants serving Concord sentences had an average maximum sentence of 12.6 years compared with 11.5 years for non-participants. These differences were small and not statistically significant.

Offense. Participation rates did not differ significantly for individuals in various present offense categories. The highest participation rates were among drug offenders (46 percent), sex offenders (46 percent) and person offenders (42 percent). The lowest participation rates were among property offenders (37 percent) and other offenders (25 percent). These differences were not large enough to be considered statistically significant. Participation rates for specific offenses are shown in Appendix B as well.

Summary. For the present offense characteristics considered only one difference was found between participants and non-participants; that offenders serving Concord sentences were more likely to participate than those serving Walpole sentences. This is probably related to the finding that younger offenders are more likely to participate than older offenders.

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[1] Linda K. Holt, A Statistical Description of Releases from the Massachusetts Correctional Institutions During 1982, Massachusetts Department of Correction, Boston, 1983.

Criminal History

Court Appearances. Participants had statistically significantly fewer prior court appearances on average than non-participants. Participants had an average of 12.4 prior court appearances compared with an average of 13.9 prior court appearances for non-participants. This could be related to participant age. Since it was already established that participants were younger than non-participants, it would be expected that the extent of their involvement with the criminal justice system would also be less.

Prior Criminal Charges. Participants and non-participants were compared for the number of prior charges in six different offense categories: person, sex, property, narcotics, alcohol and escapes. Participants and non-participants differed in only one offense category, prior charges for alcohol offenses where participants had significantly fewer prior charges than non-participants. Again, this finding may also be related to offender age since older offenders are more likely to have incurred criminal charges for alcohol offenses such as drunkenness. In all other offense categories participants and non-participants had similar numbers of prior charges.

Prior Incarcerations. Participants and non-participants did not differ on their history of commitments to juvenile authorities or county correctional facilities. Participants and non-participants did differ in their history of prior state or federal incarcerations and total prior adult incarcerations. Participants were less likely to

have any prior state or federal incarcerations than non-participants, and participants were less likely to have any prior adult incarcerations than non-participants. Of those offenders with no prior state or federal incarcerations the participation rate was 45 percent; of those offenders with one or more prior state or federal incarcerations the participation rate was 34 percent. Similarly, 45 percent of the offenders with no prior adult incarcerations participated in educational programming compared with 40 percent of those with one or more prior adult incarcerations.

Age at Entry Into Criminal Justice System. Participation rates did not vary by age at entry into the criminal justice system. On average participants were 17.8 years old at the time of their first court appearance while non-participants were 17.2 years old at the time of their first court appearance.

Summary. Participants in educational programs exhibited a less extensive criminal history than non-participants when measured by total number of court appearances, prior adult incarcerations and prior incarcerations in a state or federal facility. Since participants were significantly younger than non-participants it is expected that offender age is related to the finding of a less extensive criminal history.

Present Incarceration Characteristics

There are several characteristics of an offender's current incarceration and current placement at MCI-Norfolk that could be related to participation in educational programs. The sample was constructed in such a manner that offenders were at Norfolk for varying

lengths of time during the study period and were at various stages in their incarceration in the Department. Some of the characteristics of present incarceration will be considered in this section to determine if they are related to program participation.

Participation in educational programs was related to the offender's movement pattern during the study period. Participation rates were highest among offenders who were in Norfolk during the entire study period (48 percent), compared to those who were admitted during the period (34 percent) or admitted or released during the period (22 percent). Half of the sample had some movement during the four month study period and this movement tended to inhibit participation in educational programs.

Participation was also related to the type of movement that offenders were making. Participation rates were equally high among those who were at Norfolk at the end of the period (43 percent) or were released to a lower security institution (43 percent). Participation rates were lowest among those who were released to the street (37 percent) or returned to a higher security institution (28 percent) by the end of the study period.

The total length of the study period was 122 days (September 1 to December 31). Participants were in MCI-Norfolk an average of 98.4 days while non-participants were in 80.7 days of the study period. This is further indication that length of time at MCI-Norfolk was related to program participation.

These indicators seem to point to a trend that recent arrival to or impending release from MCI-Norfolk is not conducive to program participation, i.e. that participation is related to a long stay at

the institution. There are other indications, however, that too long a stay at the institution is negatively related to program participation.

A total length of stay at MCI-Norfolk was calculated as the length of time between transfer to MCI-Norfolk and the end of the study period or release from MCI-Norfolk. The average length of current placement at MCI-Norfolk was 384.9 days for participants and 449.8 days for non-participants. Thus, a very long term of incarceration at MCI-Norfolk was not conducive to program participation. Participation rates increased from 14 percent for offenders in MCI-Norfolk for 1 month to 65 percent for offenders at MCI-Norfolk for 5 months and declined to 28 percent for subjects at MCI-Norfolk for 5 years or more.

The total length of current incarceration in the Department was calculated as the time between commitment and the end of the study period. Parole violators were excluded from the analysis. Participants in education programs were incarcerated an average of 820.1 days from commitment, non-participants were incarcerated 1082.4 days on average from commitment. Participation rates were lowest for subjects incarcerated for less than 3 months (35 percent) and increased for offenders incarcerated 6 months to 1 year (54 percent) and decreased to 39 percent for offenders incarcerated for more than a year.

Participation rates were lower for individuals with prior placements at MCI-Norfolk. Forty-six percent of the subjects with no prior placements at MCI-Norfolk participated in education programs compared with 31 percent of those with a history of one or more placements at the institution.

Offenders who were incarcerated as parole violators had lower participation rates than offenders incarcerated during the original part of their commitment. Participation rates were 35 percent for parole violators and 42 percent for other offenders. This difference was not large enough to be considered statistically significant.

This analysis points out that a long period of incarceration in the Department, a long placement at MCI-Norfolk and prior placements at the institution are associated with reduced participation rates among offenders. It is impossible to ascertain from the data available if this decrease in participation can be accounted for by prior participation in educational programming or decreased interest in educational programs for long-term offenders.

Participants in education programs had less experience in the furlough program than non-participants. Participants had an average of 3.1 furloughs compared with 4.2 for non-participants. Forty-two percent of the participants had one or more furloughs compared with 48 percent of the non-participants.

Summary. Participation in education programs was found to be lowest at two points in an offender's placement at MCI-Norfolk, during the first few months after transfer to the institution and for offenders who were incarcerated for a long period of time. Participation rates were highest for offenders at MCI-Norfolk for 5 months, serving their first placement at the institution and not a parole violator.

Participants and Non-Participants: A Summary

Participation in education programs was found to be related to a number of characteristics of the offender population. In terms of background characteristics younger inmates, non-white or hispanic inmates and single or married inmates were more likely to participate than other offenders. In terms of present offense, inmates serving Concord sentences were more likely to participate than offenders serving Walpole sentences. Participants also exhibited a less extensive criminal history in terms of total court appearances and prior adult incarcerations than non-participants. In terms of their present incarceration inmates who had recently arrived at Norfolk or who had been incarcerated a long time were less likely to participate than inmates who had been at Norfolk for a while or who had not been incarcerated a long time. These findings suggest that participation could be impacted by facilitating entry into education programs soon after transfer to a facility such as MCI-Norfolk and the need to develop programming to serve the interests of older and long-term offenders.

A substantial proportion of the sample (42 percent) was found to participate in educational programs. There are several characteristics of offenders that were not related to participation in education programs. Prior educational attainment and vocational experience were not related to participation. Sentence and offense were not related to participation in education programs. Even when participants and

non-participants were found to differ on other characteristics the participation rates were never very low.

Participants in Vocational and Academic Programs

In the previous section all participants in education programs were considered together. In this section a comparison was done between participants in vocational and academic programs. In some cases an individual could participate in both vocational and academic programs. If an individual participated in both vocational and academic programs then they were considered vocational participants if they participated in at least as many vocational as academic programs. Of the 499 participants in all education programs, 370 (74 percent) were participants in academic programs and 129 (26 percent) were participants in vocational programs. Several differences were found between participants in academic and vocational programs: race, ethnicity, prior education and prior work experience.

White offenders were more likely to participate in vocational programs while non-white offenders were more likely to participate in academic programs. Thirty percent of the white offenders were in vocational programs in comparison with only 20 percent of the non-white offenders. Conversely 70 percent of the white offenders were in academic programs in comparison with 80 percent of the non-white offenders.

Ethnicity was also related to participation in academic or vocational programs, with hispanic offenders being more likely to participate in academic programs and non-hispanic offenders being more likely to

participate in vocational programs. Nine percent of the hispanics were in vocational programs; in comparison 27 percent of the non-hispanics were in vocational programs. Conversely, 91 percent of the hispanics were in academic programs and 73 percent of the non-hispanics were in academic programs.

In general offenders in academic programs had less formal education than offenders participating in vocational programs. On average academic program participants had completed 9.5 years of schooling while vocational program participants completed 10.7 years of schooling. Only 14 percent of the participants with a grade school education were in vocational programs compared with 40 percent of the high school graduates. Similarly, 86 percent of the participants with an 8th grade education or less were in academic programs, 78 percent of those with a 9th to 11th grade education, 60 percent of the high school graduates and 65 percent of the college educated were in academic programs. These differences in educational attainment of academic and vocational program participants may be explained by the stricter enrollment requirements of some of the vocational programs.

Offender participants with a lengthy history of work experience were more likely to be in vocational programs while those with a short history of work experience were more likely to be in academic programs. Twenty-two percent of those with 9 months or less work experience were in vocational programs while 30 percent of those with 10 months or more work experience were in vocational programs.

Participants in vocational and academic programs differed in three areas: race/ethnicity, prior education and prior work experience.

Participants in vocational programs tended to have more work experience and more prior education and tended to be white or non-hispanic. Participants in academic programs tended to have less work experience and prior education and tended to be non-whites and hispanic offenders. Entrance requirements may explain some of these differences.

Persistence in Educational Programs

In this section the 499 participants in educational programs were further considered to determine the outcome of their enrollment in education programs. There is an interest in discussing program completion rates and distinguishing those program participants who tend to complete educational programs in contrast with those who do not complete programs. However, program completers can not always be readily distinguished from others for a number of reasons. In this section the method for classifying offenders into persister and non-persister groups is discussed and then the persister and non-persister groups are compared.

Classifying Educational Program Participants

There were two problems in classifying participants into persister and non-persister groups. The first is that program participation can be terminated by transfer from the institution as well as program related factors, and the second is that program termination type can vary when offenders are enrolled in more than one course. The method for resolving

these classification problems is discussed here.

Enrollment in correctional education programs can be affected by two factors: program factors and institutional placement factors. An individual's enrollment in a program will be related to performance in that program. At any point in time an individual can be enrolled in a program, can have completed the program or can have withdrawn from a program. This is considered an individual's enrollment status and is shown in Figure 2.

Enrollment in a program is also going to be related to the individual's status at the institution. Any program participant can remain in the institution, be transferred to another institution of either higher or lower security or be released to the street. These can be termed an individual's institutional status and are also shown in Figure 2.

Program participants were classified into one of three groups by considering their enrollment status and their institutional status. The three participant outcome groups are: enrollees, persisters and non-persisters. In most cases enrollment status was sufficient to determine an individual's classification but in some cases institutional status was used to make the classification decision.

All individuals who completed courses were classified as persisters, regardless of their eventual status at the institution. Similarly, all individuals who were in the institution and withdrew from courses were classified as non-persisters, regardless of their eventual status at the institution. Individuals who were enrolled in courses and were still at the institution at the end of the study period formed the

Figure 2

Classification of Educational Program Participants into Persistence Groups by Enrollment and Institutional Status

Institutional Status

Enrollment Status	Remain	Transfer Lower	Transfer Higher	Release To Street
Enrolled	Enrollees (N = 144)	Persisters (N = 51)	Non-Persisters (N = 3)	Persisters (N = 2)
Completed	Persisters (N = 98)	Persisters (N = 13)	Persisters (N = 1)	Persisters (N = 1)
Withdrawn	Non-Persisters (N = 143)	Non-Persisters (N = 28)	Non-Persisters (N = 8)	Non-Persisters (N = 7)

enrollee group.

The difficulty comes in assigning those individuals who were enrolled in courses at the time of their transfer or release from the institution. For purposes of this analysis individuals who were enrolled in classes at the time they were transferred to lower security or released to the street were included in the persister group while individuals who were enrolled in classes at the time they were transferred to higher security were included in the non-persister group. As shown in Figure 2 there were 53 individuals classified as persisters and 3 individuals classified as non-persisters who were enrolled in classes at the time of their transfer from MCI-Norfolk. This represents about 32 percent of the persister group and 2 percent of the non-persister group.

It is important to note that enrollment status and institutional status may be independent factors and that performance in educational programs may not be related to transfer decisions. For example, 11 of the non-persisters were eventually returned to higher security. Of these 7 (64 percent) were returned to higher security because of possession of a controlled substance and 4 (36 percent) were returned to higher security because of another behavioral problem. In only one of these four cases did the behavioral problem relate to the education program (writing obscenities on the blackboard). Thus, in the majority of cases return to higher security was not related to performance in education programs.

A second analytic problem involved in classifying offenders into completer and non-completer groups is that individuals can participate

in more than one program and their enrollment status in each program might vary. For the purposes of this analysis individuals were classified according to the modal type of course termination. If individuals completed exactly as many courses as they withdrew from then the individuals were considered to be persisters rather than non-persisters.

Persisters and Non-Persisters: A Comparison

Persisters and non-persisters were compared on a number of variables in three general areas (personal background, present offense and criminal history) in order to determine if there were any systematic differences between the two groups. The results which are discussed in this section are shown in detail in Appendix D. Because indicators of present incarceration are related to the definition of the persister and non-persister groups, these variables were not used in comparing the two groups.

There were no differences between persisters and non-persisters on any of the personal background characteristics that were available for analysis. Race, ethnic group, age, veteran status, marital status, education and work experience yielded no differences between the persister and non-persister group.

There were no differences between persisters and non-persisters on any indicator of their present offense. Committing institution, type of offense and sentence yielded no differences between the persister and non-persister groups.

There were no differences between persisters and non-persisters on any indicator of their criminal history. In terms of total number of prior court appearances, number of prior charges for person, property, sex, drug, alcohol or escapes offenses or prior incarcerations there were no differences between persisters and non-persisters that were statistically significant.

In summary, there were no significant differences between those who persisted in educational programs and others in any of the areas considered (personal background, present offense and criminal history). Thus once an individual enrolled in educational programs there were no systematic differences detected between those who continued in programs and those who withdrew based on any of the characteristics considered.

Summary and Discussion

The conduct of educational programming within the constraints of a correctional institution needs to be carefully studied. A recent report of the National Institute of Justice justified the need to research correctional education because "two of America's most serious problems - crime and illiteracy - converge in our prisons".[1] According to the 1980 U.S. census, about three-quarters of the adult males in

[1] John P. Conrad, Adult Offender Education Programs, NIJ, Washington, DC, 1981

Massachusetts are high school graduates. In contrast only 31 percent of the males admitted to the DOC in 1980 were high school graduates. Education programs need to be considered from a number of perspectives. The present study was an attempt to begin considering educational programs in the DOC by getting an overview of program utilization.

The study considered educational programming at a single institution in the Department of Correction over a four month period of time. The purpose of the project was to describe the educational programs and to discern patterns of offender participation and persistence in these programs.

There were over 70 different courses offered at MCI-Norfolk during the study period. The course offerings varied widely in terms of subject matter, scheduling, class size and achievement level. Courses were offered in a variety of academic and vocational areas at levels ranging from basic education to college. Classes met at various times from 8am to 9pm. Classes were scheduled from one to five times a week and enrollments ranged from individual tutorials to classes of over 30 students.

During the time period under study 42 percent of the offenders in the institution were in one or more courses. Thus, a substantial proportion of the population was taking advantage of the program offerings. There were several differences found between participants and non-participants. In particular, participants were younger, were more likely to be serving a Concord sentence and were likely to have a less extensive criminal history than non-participants. In addition, minority inmates were more likely to participate as well as single or

married inmates.

Participation was also related to characteristics of the offender's placement at Norfolk and the DOC. In particular, participation was lowest for offenders either recently transferred to the institution or at the institution or in the DOC for long periods of time. The present study was limited in its analysis of program participation and incarceration because no data were available regarding prior program involvement. If possible, further research should control for prior participation in educational programming in looking at participation patterns, as well as participation in programs in other areas.

There are many areas in which participation rates did not differ. For example, participation was similar for offenders in all educational background levels and work experience levels.

A comparison of participants in vocational and academic programs demonstrated that minority offenders were more likely to be enrolled in academic programs while white offenders were more likely to be enrolled in vocational programs. Offenders with less education and work experience were more likely to enroll in academic courses, while those with more extensive educational and occupational background were more likely to be in vocational programs.

The study found that once enrolled in programs, there were few differences between those who persisted and those who did not persist. While the study showed few differences between persisters and non-persisters in educational programs, it is possible that there were differences that could not be detected because many of the participants were still enrolled in the courses at the completion of the study.

Further research in the area of persistence patterns should follow particular programs for more than the four months considered in this study in order to determine the outcome for all enrollees.

While the study has several limitations, it did demonstrate the variety in educational programming as well as the fact that many offenders participate and persist in these programs. Educational programming remains a need of the offender population as the DOC attempts to address their relative lack of education to aid offenders in being successfully reintegrated into society.

Glossary

ABE	Adult Basic Education
APL	Adult Performance Level
CAPMIS	Correction and Parole Management Information System
CPR	Cardio-Pulmonary Resuscitation
DOC	Department of Correction
ESL	English as a Second Language
GED	General Equivalency Diploma
MCI	Massachusetts Correctional Institution
NRU	Norfolk Reintegration Unit

Appendix A

Educational Programs at MCI-Norfolk

Table 1

Number of Classes Enrolled In,
Participants in Norfolk
Education Programs

Number of Classes	Number	Percent
One	210	(42)
Two	104	(21)
Three	85	(17)
Four	45	(9)
Five	21	(4)
Six	20	(4)
Seven	6	(1)
Eight	5	(1)
Nine	3	(1)
TOTAL	499	(100)

Table 2

General Programs Enrolled In

Program Enrolled In						Total	
ABE-Day	ABE-Evening	College	Vocational Training	N R U	Other	Number	Percent
X						110	(22)
	X					44	(9)
		X				68	(14)
			X			93	(19)
				X		26	(5)
					X	24	(5)
X	X					22	(4)
	X		X			19	(4)
		X	X			18	(4)
X			X			16	(3)
		X			X	8	(2)
X					X	8	(2)
			X		X	8	(2)
				X	X	6	(1)
		X	X		X	6	(1)
X	X		X			5	(1)
X		X				3	(1)
X				X		2	(0)
X	X				X	2	(0)
X		X	X			2	(0)
	X	X				1	(0)
		x		x		1	(0)
			X	X		1	(0)
	X		X		X	1	(0)
X			X	X		1	(0)
X			X		X	1	(0)
X	X	X	X			1	(0)
X	X		X		X	1	(0)
X		X	X		X	1	(0)
175	96	109	174	37	66	499	(100)

Table 3

Total Enrollment in Education Programs
and Participant Status at the
End of the Study Period

Program Area and Course Title	Program Enrollment and Participant Status								
	Total	In Class	With-Drawn	End Class	Transfer Higher	Transfer Lower	Release Street	Change Class	Missing
College Courses									
Boston University									
History: American Business Ethos	15	0	5	9	0	1	0	0	0
Humanities: Major Authors	11	0	3	8	0	0	0	0	0
Math: Social Science & Business	5	0	0	5	0	0	0	0	0
Sociology: Am. Social Values	14	0	6	7	0	1	0	0	0
Visual Studies: Primitive Eye	12	0	4	7	0	1	0	0	0
University of Massachusetts									
English: Am. Detective Novel	41	0	18	20	0	3	0	0	0
Sociology: Criminology	49	0	26	18	0	5	0	0	0
Bunker Hill Community College									
Correspondence Courses	5	5	0	0	0	0	0	0	0
Pre-College									
Basic Pre-College	15	4	5	5	0	0	1	0	0
Advanced Pre-College	36	8	9	17	0	2	0	0	0
A.B.E. Day Division									
G.E.D. English	28	10	7	7	0	3	0	1	0
G.E.D. Math	27	9	7	7	0	3	0	1	0
G.E.D. Science	27	9	7	7	0	3	0	1	0
G.E.D. Social Studies	31	10	8	8	0	3	0	2	0
Basic Education English	19	5	5	1	0	2	0	6	0
Basic Education Math	18	5	6	1	0	2	0	4	0

Table 3

Total Enrollment in Education Programs
and Participant Status at the
End of the Study Period

Program Area and Course Title	Program Enrollment and Participant Status								
	Total	In Class	With-Drawn	End Class	Transfer Higher	Transfer Lower	Release Street	Change Class	Missing
A.B.E. Day Division (continued)									
Intermediate A English	29	10	8	2	0	3	0	6	0
Intermediate A Social Studies	27	10	7	1	0	4	0	5	0
Intermediate A Math	27	11	9	2	0	2	0	3	0
Intermediate B Math	18	2	12	0	0	0	1	3	0
Intermediate B English	17	3	10	0	0	0	1	3	0
Title I	23	9	9	0	0	5	0	0	0
Remedial Reading	25	11	8	0	0	5	0	1	0
Communication Lab	42	20	15	2	0	5	0	0	0
Bilingual Lab	19	15	0	0	0	4	0	0	0
Math Lab	20	8	6	1	0	4	0	1	0
A.B.E. Evening Division									
Elementary English	10	6	3	0	0	1	0	0	0
Elementary Math (B)	8	4	3	0	0	1	0	0	0
Elementary Math (A)	7	3	2	0	0	1	0	1	0
Pre-GED Math	6	1	3	0	0	1	0	1	0
Pre-GED Social Studies	4	0	2	2	0	0	0	0	0
Pre-GED English	6	2	4	0	0	0	0	0	0
GED Math	10	6	3	1	0	0	0	0	0
GED English	10	5	3	1	0	1	0	0	0
GED Social Studies	5	2	1	2	0	0	0	0	0
GED Science	5	3	0	1	0	0	0	1	0
GED Test Only	9	0	0	9	0	0	0	0	0

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Table 3

Total Enrollment in Education Programs
and Participant Status at the
End of the Study Period

Program Area and Course Title	Program Enrollment and Participant Status								
	Total	In Class	With-Drawn	End Class	Transfer Higher	Transfer Lower	Release Street	Change Class	Missing
A.B.E. Evening Division (Continued)									
APL Literature	9	2	6	0	0	1	0	0	0
APL Reading	9	5	4	0	0	0	0	0	0
APL Math	2	1	1	0	0	0	0	0	0
Remedial Reading: Elem.	15	7	3	3	0	2	0	0	0
Remedial Reading: Voc.	11	4	3	2	0	2	0	0	0
Remedial Reading: Spell.	4	2	1	0	0	1	0	0	0
Bilingual Education	20	10	9	0	0	1	0	0	0
ABE - No Class Specified	21	0	21	0	0	0	0	0	0
ABE - Teaching Assistant	6	5	0	1	0	0	0	0	0
Vocational Courses									
Barber	17	9	1	0	1	6	0	0	0
Air Conditioning I	27	0	10	13	0	2	0	2	0
Air Conditioning II	21	5	3	10	0	3	0	0	0
Heating	17	6	9	0	0	2	0	0	0
Refrigeration	29	8	19	1	0	1	0	0	0
COBOL	12	3	4	3	2	0	0	0	0
Flowcharting	13	6	5	1	0	1	0	0	0
Fund. of Data Processing	22	6	15	0	0	1	0	0	0
Operations	33	22	0	11	0	0	0	0	0
Computer OJT	13	4	0	0	0	0	0	0	9
Graphic Arts I	9	3	5	0	0	0	0	0	1
Graphic Arts II	8	2	4	0	1	1	0	0	0
Art	16	8	3	3	0	0	0	0	2
Welding	13	12	0	0	0	1	0	0	0

Table 3

Total Enrollment in Education Programs
and Participant Status at the
End of the Study Period

Program Area and Course Title	Program Enrollment and Participant Status								
	Total	In Class	With-Drawn	End Class	Transfer Higher	Transfer Lower	Release Street	Change Class	Missing
Other Courses									
Correspondence	13	2	8	1	0	2	0	0	0
Health - Stress	5	5	0	0	0	0	0	0	0
Health - C.P.R.	52	3	32	14	0	3	0	0	0
B.R.U. Courses									
BRU A English	10	5	4	0	0	1	0	0	0
BRU A Social Studies	10	9	0	0	0	1	0	0	0
BRU A Math	4	2	1	0	0	0	0	1	0
BRU A Language	12	11	1	0	0	0	0	0	0
BRU B English	8	8	0	0	0	0	0	0	0
BRU B Social Studies	3	3	0	0	0	0	0	0	0
BRU B Math	6	6	0	0	0	0	0	0	0
BRU B Language	7	3	4	0	0	0	0	0	0
BRU Health	10	5	1	4	0	0	0	0	0
BRU Engine Repair	8	8	0	0	0	0	0	0	0
BRU B.U. Criminology	11	11	0	0	0	0	0	0	0

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Table 4

Selected Characteristics of Education
Programs During Study Period

Program Area & Course Title	Course Characteristic: Days					Time			Length of Session	Attendance		
	Mon	Tue	Wed	Thu	Fri	A.M.	P.M.	Eve.		Minimum	Maximum	Mean
College Courses												
Boston University												
History: American Business Ethos.		X					X		2½ Hrs.	6	12	9
Humanities: Major Authors	X						X		2 Hrs.	6	10	8
Math: Social Science & Business			X			X			3 Hrs.	4	5	5
Sociology: A. Social Values		X				X			3 Hrs.	3	11	6
Visual Studies: Primitive Eye			X				X		2 Hrs.	4	11	7
University of Massachusetts												
English: A. Detective Novel				X		X			2½ Hrs.	16	30	22
Sociology: Criminology				X			X		2½ Hrs.	16	36	26
Pre-College												
Basic Pre-College		X	X			X			1½ Hrs.	2	12	8
Advanced Pre-College	X		X		X	X			3 Hrs.	6	16	10

Table 4

Selected Characteristics of Education
Programs During Study Period

Program Area & Course Title	Course Characteristic: Days					Time			Length of Session	Attendance		
	Mon	Tue	Wed	Thu	Fri	A.M.	P.M.	Eve.		Minimum	Maximum	Mean
A.B.E. Day Division												
G.E.D. English	X	X	X	X	X	X			1 Hr.	3	12	8
G.E.D. Math	X	X	X	X	X	X			1 Hr.	3	12	7
G.E.D. Science	X	X	X	X	X	X			1 Hr.	3	12	7
G.E.D. Social Studies	X	X	X	X	X	X			1 Hr.	5	14	
Basic Educ. English	X	X	X	X	X	X			1 Hr.	1	7	4
Basic Educ. Math	X	X	X	X	X	X			1 Hr.	1	6	4
Intermediate A English	X	X	X	X	X		X		1 Hr.	2	9	5
Intermediate A Social Studies	X	X	X	X	X		X		1 Hr.	2	10	6
Intermediate A Math	X	X	X	X	X		X		1 Hr.	1	9	5
Intermediate B Math	X	X	X	X	X	X			1 Hr.	2	11	5
Intermediate B English	X	X	X	X	X	X			1 Hr.	1	10	5
Title I	X	X	X	X	X	X	X		N.A.	N.A.	N.A.	N.A.
Remedial Reading	X	X	X	X	X	X	X		N.A.	N.A.	N.A.	N.A.
Communication Lab	X	X	X	X	X	X	X		N.A.	N.A.	N.A.	N.A.
Bilingual Lab	X	X	X	X	X	X	X		N.A.	N.A.	N.A.	N.A.
Math Lab	X	X	X	X	X	X			L Hr.	1	8	4

Table 4

Selected Characteristics of Education
Programs During Study Period

Program Area & Course Title	Course Characteristic: Days					Time			Length of Session	Attendance		
	Mon	Tue	Wed	Thu	Fri	A.M.	P.M.	Eve.		Minimum	Maximum	Mean
A.B.E. Evening Division												
Elementary English	X	X	X					X	1 Hr.	1	6	3
Elementary Math (B)	X	X	X					X	1 Hr.	1	6	4
Elementary Math (A)	X	X	X					X	1 Hr.	1	3	2
Pre-GED Math	X	X	X					X	1 Hr.	1	3	2
Pre-GED Social Studies	X	X	X					X	1 Hr.	1	7	3
Pre-GED English	X	X	X					X	1 Hr.	1	4	2
GED Math	X	X	X					X	1 Hr.	1	6	3
GED English	X	X	X					X	1 Hr.	1	6	3
GED Social Studies	X	X	X					X	1 Hr.	1	3	2
GED Science	X	X	X					X	1 Hr.	1	3	2
APL Literature	X	X	X					X	1 Hr.	1	5	3
APL Reading	X	X	X					X	1 Hr.	1	5	4
APL Math	X	X	X					X	1 Hr.	1	2	1
Remedial Reading: Elem.	X	X	X					X	1 Hr.	2	7	4
Remedial Reading: Voc.	X	X	X					X	1 Hr.	2	9	4
Remedial Reading: Spell.	X	X	X					X	1 Hr.	1	3	2
Bilingual Education	X	X	X					X	3 Hrs.	2	10	7

Table 4

Selected Characteristics of Education
Programs During Study Period

Program Area & Course Title	Course Characteristic: Days					Time			Length of Session	Attendance		
	Mon	Tue	Wed	Thu	Fri	A.M.	P.M.	Eve.		Minimum	Maximum	Mean
Vocational Courses												
Barber	X	X	X	X	X	X			2½ Hrs.	3	11	8
Air Conditioning I			X			X			3½ Hrs.	7	19	13
Air Conditioning II			X				X		2½ Hrs.	4	12	6
Heating	X	X				X			2½ Hrs.	2	11	6
Refrigeration					X		X		2½ Hrs.	3	18	9
COBOL	X		X		X			X	3 Hrs.	3	7	5
Flowcharting		X		X		X			3 Hrs.	4	11	8
Fund. of Data Processing	X		X					X	3 Hrs.	7	22	14
Operations	X		X		X		X		2 Hrs.	9	20	13
Computer O.J.T.	X	X	X	X	X	X			3 Hrs.	5	15	10
Graphic Arts I		X		X		X			2½ Hrs.	4	8	6
Graphic Arts II	X	X	X	X	X	X			3 Hrs.	5	5	5
Art			X						5 Hrs.	11	11	11
Welding O.J.T.	X	X	X	X	X	X	X		7 Hrs.	13	13	13
Other Courses												
Health - Stress			X				X		1½ Hrs.	4	5	5
Health - CPR					X		X		2 Hrs.	5	16	10

Table 4

Selected Characteristics of Education
Programs During Study Period

Program Area & Course Title	Course Characteristic: Days					Time			Length of Session	Attendance		
	Mon	Tue	Wed	Thu	Fri	A.M.	P.M.	Eve.		Minimum	Maximum	Mean
N.R.U. Courses												
NRU A English	X						X		1 Hr.	3	6	4
NRU A Social Studies			X				X		1½ Hrs.	5	10	8
NRU A Math					X		X		1½ Hrs.	1	2	2
NRU A Language		X					X		1 Hr.	1	7	4
NRU B English	X						X		1½ Hrs.	1	1	1
NRU B Social Studies			X				X		1½ Hrs.	2	2	2
NRU B Math				X			X		1½ Hrs.	3	6	4
NRU B Language		X					X		1 Hr.	1	3	2
NRU Health				X		X			2 Hrs.	5	9	7
NRU Engine Repair		X			X	X			2 Hrs.	8	8	8

Appendix B

Participants and Non-Participants: A Statistical Comparison

Table 1

Participation in Educational Programs by
Selected Offender Characteristics

Offender Characteristic	Participants Number	Participants Percent	Non-Participants Number	Non-Participants Percent	Total Number	Total Percent
Personal Background Characteristics						
Race						
White	284	(39)	449	(61)	733	(100)
Non-White	215	(46)	248	(54)	463	(100)
Chi-square = 6.59 with 1 degree of freedom, p = .01						
Ethnic Group						
Hispanic	33	(59)	23	(41)	56	(100)
Non-Hispanic	466	(41)	674	(69)	1140	(100)
Chi-square = 6.43 with 1 degree of freedom, p = .01						
Age on September 1, 1981						
15 to 19	29	(50)	29	(50)	58	(100)
20 to 24	170	(48)	187	(52)	357	(100)
25 to 29	141	(44)	176	(56)	317	(100)
30 to 34	82	(38)	132	(62)	214	(100)
35 to 39	36	(33)	74	(67)	110	(100)
40 to 44	17	(27)	46	(73)	63	(100)
45 to 49	8	(26)	23	(74)	31	(100)
50 or More	16	(35)	30	(65)	46	(100)
Chi-square = 22.18 with 7 degrees of freedom, p = .002						
Age at Commitment						
14 to 19	77	(44)	96	(56)	173	(100)
20 to 24	195	(46)	232	(54)	427	(100)
25 to 29	124	(45)	153	(55)	277	(100)
30 to 34	48	(32)	102	(68)	150	(100)
35 to 39	19	(30)	45	(70)	64	(100)
40 to 44	19	(32)	40	(68)	59	(100)
45 to 49	6	(30)	14	(70)	20	(100)
50 or More	11	(42)	15	(58)	26	(100)
Chi-square = 17.32 with 7 degrees of freedom, p = .02						

Table 1

Participation in Educational Programs by
Selected Offender Characteristics

Offender Characteristic	Participants Number	Participants Percent	Non-Participants Number	Non-Participants Percent	Total Number	Total Percent
Age on September 21, 1981						
Under 21	53	(49)	56	(51)	109	(100)
21 and Over	446	(41)	641	(59)	1087	(100)
Chi-square = 2.05 with 1 degree of freedom, p = .15						
Military Service						
Non-Veteran	369	(42)	501	(58)	870	(100)
Veteran	101	(41)	143	(59)	244	(100)
Chi-square = 0.04 with 1 degree of freedom, p = .83						
Marital Status						
Single	334	(43)	442	(57)	776	(100)
Married	103	(44)	132	(56)	235	(100)
Marital Separation	62	(34)	123	(66)	185	(100)
Chi-square = 6.11 with 2 degrees of freedom, p = .05						
Last Grade Completed						
0 to 8	115	(38)	190	(62)	305	(100)
9 to 11	219	(44)	283	(56)	502	(100)
High School Graduate	131	(42)	184	(58)	315	(100)
College	34	(46)	40	(54)	74	(100)
Chi-square = 3.32 with 3 degrees of freedom, p = .34						
Time Spent on Job of Longest Duration						
0 to 9 Months	224	(42)	316	(58)	540	(100)
10 Months or More	215	(41)	306	(59)	521	(100)
Chi-square = 0.00 with 1 degree of freedom, p = .99						

Table 1

Participation in Educational Programs by
Selected Offender Characteristics

Offender Characteristic	Participants Number	Participants Percent	Non-Participants Number	Non-Participants Percent	Total Number	Total Percent
Present Offense Characteristics						
Committing Institution						
Walpole	341	(40)	513	(60)	854	(100)
Concord	158	(46)	184	(54)	342	(100)
Chi-square = 3.69 with 1 degree of freedom, p = .05						
Present Offense						
Person	348	(42)	482	(58)	830	(100)
Sex	75	(46)	88	(54)	163	(100)
Property	51	(37)	88	(63)	139	(100)
Drug	20	(46)	24	(54)	44	(100)
Other	5	(25)	15	(75)	20	(100)
Chi-square = 5.25 with 4 degrees of freedom, p = .26						
Offenses Against The Person						
Murder - 1	27	(31)	59	(69)	86	(100)
Murder - 2	33	(35)	62	(65)	95	(100)
Manslaughter	35	(46)	41	(54)	76	(100)
Assault w.i. Kill	16	(43)	21	(57)	37	(100)
Armed Robbery	151	(43)	202	(57)	353	(100)
Unarmed Robbery	38	(49)	39	(51)	77	(100)
Armed Assault	34	(44)	43	(56)	77	(100)
Unarmed Assault	5	(46)	6	(54)	11	(100)
Kidnapping	5	(50)	5	(50)	10	(100)
Conspiracy	1	(100)	0	(0)	1	(100)
Other Person	3	(43)	4	(57)	7	(100)

Table 1

Participation in Educational Programs by
Selected Offender Characteristics

Offender Characteristic	Participants		Non-Participants		Total	
	Number	Percent	Number	Percent	Number	Percent
Sex Offenses						
Rape	49	(49)	51	(51)	100	(100)
Assault w.i. Rape	11	(42)	15	(58)	26	(100)
Rape of Minor	11	(44)	14	(56)	25	(100)
Assault w.i. Rape a Minor	4	(40)	6	(60)	10	(100)
Unnatural Acts	0	(0)	2	(100)	2	(100)
Offenses Against Property						
Arson	3	(38)	5	(62)	8	(100)
Armed Burglary	4	(67)	2	(33)	6	(100)
Burglary	36	(38)	60	(62)	96	(100)
Burglary Tools	1	(17)	5	(83)	6	(100)
Stealing	0	(0)	1	(100)	1	(100)
Larceny Person	0	(0)	1	(100)	1	(100)
Larceny	1	(33)	2	(67)	3	(100)
M.V. Theft	1	(14)	6	(86)	7	(100)
Forgery	0	(0)	1	(100)	1	(100)
R.S.G.	4	(50)	4	(50)	8	(100)
Property Injury	1	(50)	1	(50)	2	(100)
Drug Offenses						
Poss. of Syringe	0	(0)	1	(100)	1	(100)
Sale of Heroin	1	(25)	3	(75)	4	(100)
Sale of Narcotics	0	(0)	1	(100)	1	(100)
Controlled Substance	18	(50)	18	(50)	36	(100)
Class B - Repeat	0	(0)	1	(100)	1	(100)
Cocaine 28-99	1	(100)	0	(0)	1	(100)
Other Offenses						
Escape	1	(33)	2	(67)	3	(100)
Weapons	4	(24)	13	(76)	17	(100)

Table 1

Participation in Educational Programs by
Selected Offender Characteristics

Offender Characteristic	Participants		Non-Participants		Total	
	Number	Percent	Number	Percent	Number	Percent
Criminal History Indicators						
Prior Juvenile Commitments						
None	363	(42)	494	(58)	857	(100)
One or More	136	(40)	203	(60)	339	(100)
Chi-square = 0.41 with 1 degree of freedom, p = .52						
Prior County Incarcerations						
None	260	(42)	364	(58)	624	(100)
One or More	239	(42)	333	(58)	572	(100)
Chi-square = 0.00 with 1 degree of freedom, p = 1.00						
Prior State or Federal Incarcerations						
None	366	(45)	442	(55)	808	(100)
One or More	133	(34)	255	(66)	388	(100)
Chi-square = 12.64 with 1 degree of freedom, p = .0004						
Prior Adult Incarcerations						
None	207	(45)	249	(55)	456	(100)
One or More	292	(40)	448	(60)	740	(100)
Chi-square = 3.85 with 1 degree of freedom, p = .05						
Present Incarceration Characteristics						
Movement Pattern During Study Period						
Entire Period at Norfolk	279	(48)	306	(52)	585	(100)
Admitted During Period	98	(34)	192	(66)	290	(100)
Released During Period	113	(40)	168	(60)	281	(100)
Admitted and Released	9	(22)	31	(78)	40	(100)
Chi-square = 22.42 with 3 degrees of freedom, p = .0001						

Table 1

Participation in Educational Programs by
Selected Offender Characteristics

Offender Characteristic	Participants		Non-Participants		Total	
	Number	Percent	Number	Percent	Number	Percent
Status at End of Study Period						
At Norfolk	377	(43)	498	(57)	875	(100)
Released to Street	10	(27)	27	(73)	37	(100)
Lower Security	81	(43)	106	(57)	187	(100)
Same Security	14	(39)	22	(61)	36	(100)
Higher Security	14	(28)	37	(72)	51	(100)
Other Correctional Setting	3	(30)	7	(70)	10	(100)
Chi-square = 9.11 with 5 degrees of freedom, $p = .10$						
Prior Placements at Norfolk						
None	386	(46)	446	(54)	832	(100)
One or More	113	(31)	251	(69)	364	(100)
Chi-square = 23.91 with 1 degree of freedom, $p < .001$						
Time at Norfolk As Of December 31, 1981						
1 Month	14	(14)	84	(86)	98	(100)
2 Months	13	(23)	44	(77)	57	(100)
3 Months	57	(42)	78	(58)	135	(100)
4 Months	43	(45)	52	(55)	95	(100)
5 Months	52	(65)	28	(35)	80	(100)
6 Months	51	(52)	47	(48)	98	(100)
6 to 9 Months	77	(50)	77	(50)	154	(100)
9 to 12 Months	44	(50)	44	(50)	88	(100)
1 to 2 Years	81	(42)	112	(58)	193	(100)
2 to 5 Years	54	(36)	98	(64)	152	(100)
5 Years or More	13	(28)	33	(72)	46	(100)
Chi-square = 74.00 with 10 degrees of freedom, $p < .0001$						

Table 1

Participation in Educational Programs by
Selected Offender Characteristics

Offender Characteristic	Participants		Non-Participants		Total	
	Number	Percent	Number	Percent	Number	Percent
Time Served During Present Incarceration						
Less Than 3 Months	27	(35)	51	(65)	78	(100)
3 to 6 Months	49	(51)	47	(49)	96	(100)
6 Months to 1 Year	109	(54)	93	(46)	202	(100)
1 to 2 Years	104	(45)	127	(55)	231	(100)
2 to 5 Years	110	(38)	179	(62)	289	(100)
5 Years or More	56	(32)	119	(68)	175	(100)
Chi-square = 26.53 with 5 degrees of freedom, p = .0001						
Parole Violator						
Yes	44	(35)	81	(65)	125	(100)
No	455	(42)	616	(58)	1071	(100)
Chi-square = 2.15 with 1 degree of freedom, p = .14						

Table 2

Participation in Educational Programs by
Selected Offender Characteristics

Offender Characteristic and Participant Status	Mean	Number	Standard Deviation
Personal Background Characteristics			
Age on September 1, 1981			
Participants	28.0 Years	499	(8.1)
Non-Participants	30.2 Years	697	(9.0)
t = -4.30 with 1134 degrees of freedom, $p < .001$			
Age at Commitment			
Participants	26.3 Years	499	(7.7)
Non-Participants	27.6 Years	697	(8.3)
t = -2.79 with 1194 degrees of freedom, $p = .006$			
Last Grade Completed			
Participants	9.8 Years	499	(2.7)
Non-Participants	9.8 Years	697	(2.7)
t = .14 with 1194 degrees of freedom, $p = .89$			
Walpole - Minimum Sentence			
Participants	12.3 Years	341	(8.8)
Non-Participants	13.1 Years	513	(9.3)
t = -1.19 with 852 degrees of freedom, $p = .23$			
Concord - Maximum Sentence			
Participants	12.6 Years	158	(7.0)
Non-Participants	11.5 Years	184	(6.5)
t = 1.44 with 340 degrees of freedom, $p = .15$			

Table 2

Participation in Educational Programs by
Selected Offender Characteristics

Offender Characteristic and Participant Status	Mean	Number	Standard Deviation
Criminal History			
Total Number of Court Appearances			
Participants	12.4	493	(8.9)
Non-Participants	13.9	688	(10.2)
t = -2.72 with 1132 degrees of freedom, p = .007			
Prior Charges for Person Offenses			
Participants	5.3	493	(4.6)
Non-Participants	5.6	688	(5.6)
t = -1.15 with 1156 degrees of freedom, p = .25			
Prior Charges for Sex Offenses			
Participants	0.6	493	(1.3)
Non-Participants	0.5	688	(1.3)
t = 0.91 with 1179 degrees of freedom, p = .36			
Prior Charges for Property Offenses			
Participants	8.4	493	(9.7)
Non-Participants	9.2	688	(9.8)
t = -1.32 with 1179 degrees of freedom, p = .19			
Prior Charges for Narcotics Offenses			
Participants	1.6	493	(3.3)
Non-Participants	1.6	688	(3.1)
t = 0.19 with 1179 degrees of freedom, p = .85			

Table 2

Participation in Educational Programs by
Selected Offender Characteristics

Offender Characteristic and Participant Status	Mean	Number	Standard Deviation
Prior Charges for Alcohol Offenses			
Participants	0.7	493	(2.0)
Non-Participants	1.1	688	(3.7)
t = -2.83 with 1097 degrees of freedom, p = .005			
Prior Charges for Escape Offenses			
Participants	0.2	493	(0.7)
Non-Participants	0.2	688	(0.7)
t = -0.37 with 1179 degrees of freedom, p = .71			
Age at First Court Appearance			
Participants	17.5 Years	493	(5.6)
Non-Participants	17.2 Years	688	(5.2)
t = 1.16 with 1179 degrees of freedom, p = .25			
Length of Stay at Norfolk as Of December 31, 1981			
Participants	384.9 Days	499	(480.7)
Non-Participants	449.8 Days	697	(674.2)
t = -1.97 with 1194 degrees of freedom, p = .05			
Length of Stay at Norfolk During Study Period			
Participants	98.4 Days	499	(33.0)
Non-Participants	80.7 Days	697	(44.0)
t = 7.94 with 1191 degrees of freedom, p < .001			

Table 2

Participation in Educational Programs by
Selected Offender Characteristics

Offender Characteristic and Participant Status	Mean	Number	Standard Deviation
Time Served During Present Incarceration			
Participants	820.1 Days	455	(869.4)
Non-Participants	1082.4 Days	616	(1159.0)
$t = 4.23$ with 1069 degrees of freedom, $p < .001$			
Number of Furloughs			
Participants	3.1 furloughs	499	(7.8)
Non-Participants	4.2 furloughs	697	(9.9)
TOTAL	3.7 furloughs	1196	(9.1)
$t = -2.05$ with 1183 degrees of freedom, $p = .04$			

Appendix C

Participants in Vocational and Academic Programs: A Comparison

Table 1

Participation in Academic and Vocational Programs by Selected Offender Characteristics

Offender Characteristic	Academic		Vocational		Total	
	Number	Percent	Number	Percent	Number	Percent
Personal Background Characteristic						
Race						
White	198	(70)	86	(30)	284	(100)
Non-White	172	(80)	43	(20)	215	(100)
Chi-square = 6.22 with 1 degree of freedom, p = .01						
Ethnic Group						
Hispanic	30	(91)	3	(9)	33	(100)
Non-Hispanic	340	(73)	126	(27)	466	(100)
Chi-square = 4.28 with 1 degree of freedom, p = .04						
Age on September 1, 1981						
15 to 19	24	(83)	5	(17)	29	(100)
20 to 24	132	(78)	38	(22)	170	(100)
25 to 29	102	(72)	39	(28)	141	(100)
30 to 34	55	(67)	27	(33)	82	(100)
35 to 39	27	(75)	9	(25)	36	(100)
40 to 44	10	(59)	7	(41)	17	(100)
45 to 49	7	(88)	1	(12)	8	(100)
50 and Over	13	(81)	3	(19)	16	(100)
Chi-square = 7.85 with 7 degrees of freedom, p = .35						
Age at Commitment						
15 to 19	68	(88)	9	(12)	77	(100)
20 to 24	144	(74)	51	(26)	195	(100)
25 to 29	81	(65)	43	(35)	124	(100)
30 to 34	35	(73)	13	(27)	48	(100)
35 to 39	14	(74)	5	(26)	19	(100)
40 to 44	14	(74)	5	(26)	19	(100)
45 to 49	6	(100)	0	(0)	6	(100)
50 And Over	8	(73)	3	(27)	11	(100)
Chi-square = 15.25 with 7 degrees of freedom, p = .03						

Table 1

Participation in Academic and Vocational Programs by Selected Offender Characteristics

Offender Characteristic	Academic		Vocational		Total	
	Number	Percent	Number	Percent	Number	Percent
Age on September 21, 1981						
Under 21	45	(85)	8	(15)	53	(100)
21 And Over	325	(73)	121	(27)	446	(100)
Chi-square = 2.98 with 1 degree of freedom, p = .08						
Military Service						
Non-Veteran	274	(74)	95	(26)	369	(100)
Veteran	74	(73)	27	(27)	101	(100)
Chi-square = 0.01 with 1 degree of freedom, p = .94						
Marital Status						
Single	253	(76)	81	(24)	334	(100)
Married	69	(67)	34	(33)	103	(100)
Marital Separation	48	(77)	14	(23)	62	(100)
Chi-square = 3.54 with 2 degrees of freedom, p = .17						
Last Grade Completed						
0 to 8	99	(86)	16	(14)	115	(100)
9 to 11	171	(78)	48	(22)	219	(100)
High School Graduate	78	(60)	53	(40)	131	(100)
College	22	(65)	12	(35)	34	(100)
Chi-square = 26.48 with 3 degrees of freedom, p< .0001						
Time Spent on Job of Longest Duration						
0 to 9 Months	175	(78)	49	(22)	224	(100)
10 Months or More	150	(70)	65	(30)	215	(100)
Chi-square = 3.56 with 1 degree of freedom, p = .06						

Table 1

Participation in Academic and Vocational Programs by Selected Offender Characteristics

Offender Characteristic	Academic Number	Academic Percent	Vocational Number	Vocational Percent	Total Number	Total Percent
Present Offense Characteristics						
Committing Institution						
Walpole	253	(74)	88	(26)	341	(100)
Concord	117	(74)	41	(26)	158	(100)
Chi-square = 0.01 with 1 degree of freedom, p = .97						
Present Offense						
Person	246	(71)	102	(29)	348	(100)
Sex	63	(84)	12	(16)	75	(100)
Property	39	(76)	12	(24)	51	(100)
Drug	17	(85)	3	(15)	20	(100)
Other	5	(100)	0	(0)	5	(100)
Chi-square = 9.08 with 4 degrees of freedom, p = .06						
Offenses Against the Person						
Murder-1	21	(78)	6	(22)	27	(100)
Murder-2	26	(79)	7	(21)	33	(100)
Manslaughter	28	(80)	7	(20)	35	(100)
Asslt. w.i. Kill	11	(69)	5	(31)	16	(100)
Armed Robbery	98	(65)	53	(35)	151	(100)
Unarmed Robbery	30	(79)	8	(21)	38	(100)
Armed Assault	23	(68)	11	(32)	34	(100)
Unarmed Assault	3	(60)	2	(40)	5	(100)
Kidnapping	3	(60)	2	(40)	5	(100)
Conspiracy	1	(100)	0	(0)	1	(100)
Other Person	2	(67)	1	(33)	3	(100)
Sex Offenses						
Rape	43	(88)	6	(12)	49	(100)
Assault w.i. Rape	8	(73)	3	(27)	11	(100)
Rape - Minor	8	(73)	3	(27)	11	(100)
Asslt w.i. Rape Minor	4	(100)	0	(0)	4	(100)

Table 1

Participation in Academic and Vocational Programs by Selected Offender Characteristics

Offender Characteristic	Academic		Vocational		Total	
	Number	Percent	Number	Percent	Number	Percent
Offenses Against Property						
Arson	3	(100)	0	(0)	3	(100)
Armed Burglary	3	(75)	1	(25)	4	(100)
Burglary	29	(81)	7	(19)	36	(100)
Burglary Tools	0	(0)	1	(100)	1	(100)
Larceny	1	(100)	0	(0)	1	(100)
Auto Theft	0	(0)	1	(100)	1	(100)
Stolen Goods	3	(75)	1	(25)	4	(100)
Property Injuries	0	(0)	1	(100)	1	(100)
Drug Offenses						
Sale of Heroin	1	(100)	0	(0)	1	(100)
Controlled Substance	15	(83)	3	(17)	18	(100)
Class A	1	(100)	0	(0)	1	(100)
Other Offenses						
Escape	1	(100)	0	(0)	1	(100)
Weapons	4	(100)	0	(0)	4	(100)
Criminal History Indicators						
Prior Juvenile Commitments						
None	258	(71)	105	(29)	363	(100)
One or More	112	(82)	24	(18)	136	(100)

Chi-square = 5.99 with 1 degree of freedom, p = .01

Prior County Incarcerations						
None	195	(75)	65	(25)	260	(100)
One or More	175	(73)	64	(27)	239	(100)

Chi-square = 0.12 with 1 degree of freedom, p = .73

Table 1

Participation in Academic and Vocational Programs by Selected Offender Characteristics

Offender Characteristic	Academic		Vocational		Total	
	Number	Percent	Number	Percent	Number	Percent
Prior State or Federal Incarcerations						
None	275	(75)	91	(25)	366	(100)
One or More	95	(71)	38	(29)	133	(100)
Chi-square = 0.52 with 1 degree of freedom, p = .47						
Prior Adult Incarcerations						
None	154	(74)	53	(26)	207	(100)
One or More	216	(74)	76	(26)	292	(100)
Chi-square = 0.01 with 1 degree of freedom, p = .92						
Present Incarceration Characteristics						
Movement Pattern During Study Period						
Entire Period at Norfolk	215	(77)	64	(23)	279	(100)
Admitted During Period	69	(70)	29	(30)	98	(100)
Released During Period	80	(71)	33	(29)	113	(100)
Admitted & Released	6	(67)	3	(33)	9	(100)
Chi-square = 2.88 with 3 degrees of freedom, p = .41						
Status at End of Study Period						
At Norfolk	284	(75)	93	(25)	377	(100)
Released to Street	7	(70)	3	(30)	10	(100)
Lower Security	61	(75)	20	(25)	81	(100)
Same Security	8	(57)	6	(43)	14	(100)
Higher Security	8	(57)	6	(43)	14	(100)
Other Correctional	2	(67)	1	(33)	3	(100)
Chi-square = 4.73 with 5 degrees of freedom, p = .45						

Table 1

Participation in Academic and Vocational Programs By Selected Offender Characteristics

Offender Characteristic	Academic Number	Academic Percent	Vocational Number	Vocational Percent	Total Number	Total Percent
Prior Placements at Norfolk						
None	292	(76)	94	(24)	386	(100)
One or More	78	(69)	35	(31)	113	(100)
Chi-square - 1.67 with 1 degree of freedom, p = .20						
Time Served During Present Incarceration						
Less Than 3 Months	20	(74)	7	(26)	27	(100)
3 to 6 Months	35	(71)	14	(29)	49	(100)
6 Mos. to 1 Year	76	(70)	33	(30)	109	(100)
1 to 2 Years	76	(73)	28	(27)	104	(100)
2 to 5 Years	89	(81)	21	(19)	110	(100)
5 Years or More	39	(70)	17	(30)	56	(100)
Chi-square = 4.46 with 5 degrees of freedom p = .48						
Time Spent at Norfolk During Present Incarceration						
Less Than 3 Months	59	(70)	25	(30)	84	(100)
3 to 6 Months	106	(73)	40	(27)	146	(100)
6 Mos. to 1 Year	86	(71)	35	(29)	121	(100)
1 to 2 Years	62	(76)	19	(24)	81	(100)
2 to 5 Years	47	(87)	7	(13)	54	(100)
5 Years or More	10	(77)	3	(23)	13	(100)
Chi-square = 6.42 with 5 degrees of freedom, p = .27						
Parole Violator						
Yes	35	(80)	9	(20)	44	(100)
No	335	(74)	120	(26)	455	(100)
Chi-square = 0.46 with 1 degree of freedom, p = .50						
Furlough Program Participation						
None	226	(78)	65	(22)	291	(100)
One or More	144	(69)	64	(31)	208	(100)
Chi-square = 4.07 with 1 degree of freedom, p = .04						

Table 2

Participation in Academic and Vocational Programs by Selected Offender Characteristics

Offender Characteristic and Program Group	Mean	Number	Standard Deviation
Personal Background Characteristics			
Age on September 1, 1981			
Academic	27.8 Years	370	(8.4)
Vocational	28.5 Years	129	(7.2)
t = -.92 with 259 degrees of freedom, p = .36			
Age at Commitment			
Academic	26.1 Years	370	(8.0)
Vocational	27.0 Years	129	(6.9)
t = -1.12 with 497 degrees of freedom, p = .26			
Last Grade Completed			
Academic	9.5 Years	370	(2.8)
Vocational	10.7 Years	129	(2.3)
t = -5.04 with 274 degrees of freedom, p < .001			
Present Offense Characteristics			
Walpole - Minimum Sentence			
Academic	12.4 Years	253	(8.6)
Vocational	12.1 Years	88	(9.2)
t = 0.30 with 339 degrees of freedom, p = .77			
Concord - Maximum Sentence			
Academic	12.2 Years	117	(6.7)
Vocational	13.8 Years	41	(8.0)
t = -1.33 with 156 degrees of freedom, p = .19			

Table 2

Participation in Academic and Vocational Programs by Selected Offender Characteristics

Offender Characteristic and Program Group	Mean	Number	Standard Deviation
Criminal History Indicators			
Total Number of Court Appearances			
Academic	12.5	367	(8.7)
Vocational	12.1	126	(9.5)
t = .42 with 491 degrees of freedom, p = .68			
Prior Charges for Person Offenses			
Academic	5.3 Charges	367	(4.7)
Vocational	5.1 Charges	126	(4.1)
t = .46 with 491 degrees of freedom, p = .64			
Prior Charges for Sex Offenses			
Academic	0.6 Charges	367	(1.4)
Vocational	0.4 Charges	126	(1.0)
t = 2.55 with 330 degrees of freedom, p = .01			
Prior Charges for Property Offenses			
Academic	8.5 Charges	367	(10.0)
Vocational	8.2 Charges	126	(8.8)
t = 0.28 with 491 degrees of freedom, p = .78			
Prior Charges for Narcotics Offenses			
Academic	1.6 Charges	367	(3.3)
Vocational	1.8 Charges	126	(3.5)
t = -0.59 with 491 degrees of freedom, p = .56			

Table 2

Participation in Academic and Vocational Programs by Selected Offender Characteristics

Offender Characteristic and Program Group	Mean	Number	Standard Deviation
Prior Charges for Alcohol Offenses			
Academic	0.7 Charges	367	(2.1)
Vocational	0.6 Charges	126	(1.4)
t = 0.88 with 336 degrees of freedom, p = .38			
Prior Charges for Escape Offenses			
Academic	0.2 Charges	367	(0.7)
Vocational	0.3 Charges	126	(0.6)
t = -1.06 with 491 degrees of freedom, p = .29			
Age at First Court Appearance			
Academic	17.3 Years	367	(5.4)
Vocational	18.2 Years	126	(6.1)
t = -1.45 with 491 degrees of freedom, p = .15			
Present Incarceration Characteristics			
Length of Stay at Norfolk as of December 31, 1981			
Academic	99.8 Days	370	(32.0)
Vocational	94.4 Days	129	(35.4)
t = 1.60 with 497 degrees of freedom, p = .11			
Time Served During Present Incarceration			
Academic	832.5 Days	335	(876.7)
Vocational	785.7 Days	120	(851.4)
t = 0.51 with 453 degrees of freedom, p = .61			
Number of Furloughs			
Academic	3.1 Furloughs	370	(82.)
Vocational	3.1 Furloughs	129	(6.7)
t = 0.05 with 269 degrees of freedom, p = .96			

Appendix D

Persisters and Non-Persisters:
A Statistical Comparison

Table 1

Persistence in Educational Programs by
Selected Offender Characteristics

Offender Characteristics	Persisters Number	Persisters Percent	Non-Persisters Number	Non-Persisters Percent	Total Number	Total Percent
Personal Background Characteristics						
Race						
White	96	(48)	102	(52)	198	(100)
Non-White	70	(45)	87	(55)	157	(100)
Chi-square = 0.39 with 1 degree of freedom, p = .53						
Ethnic Group						
Hispanic	11	(52)	10	(48)	21	(100)
Non-Hispanic	155	(46)	179	(54)	334	(100)
Chi-square = 0.09 with 1 degree of freedom, p = .76						
Age on September 1, 1981						
15 to 19	10	(48)	11	(52)	21	(100)
20 to 24	56	(46)	65	(54)	121	(100)
25 to 29	48	(47)	55	(53)	103	(100)
30 to 34	25	(41)	36	(59)	61	(100)
35 to 39	16	(62)	10	(38)	26	(100)
40 to 44	6	(60)	4	(40)	10	(100)
45 to 49	0	(0)	3	(100)	3	(100)
50 and Over	5	(50)	5	(50)	10	(100)
Chi-square = 6.5 with 7 degrees of freedom, p = .48						
Age at Commitment						
15 to 19	24	(43)	32	(57)	56	(100)
20 to 24	68	(47)	77	(53)	145	(100)
25 to 29	44	(53)	39	(47)	83	(100)
30 to 34	13	(35)	24	(65)	37	(100)
35 to 39	6	(50)	6	(50)	12	(100)
40 to 44	7	(58)	5	(42)	12	(100)
45 to 49	0	(0)	3	(100)	3	(100)
50 and Over	4	(57)	3	(43)	7	(100)
Chi-square = 7.29 with 7 degrees of freedom, p = .40						

Table 1

Persistence in Educational Programs by
Selected Offender Characteristics

Offender Characteristics	Persisters Number	Persisters Percent	Non-Persisters Number	Non-Persisters Percent	Total Number	Total Percent
Age on September 21, 1981						
Under 21	18	(46)	21	(54)	39	(100)
21 and Over	148	(47)	168	(53)	316	(100)
Chi-square = 0.00 with 1 degree of freedom, p = 1.00						
Military Service						
Non-Veteran	121	(46)	144	(54)	265	(100)
Veteran	39	(53)	34	(47)	73	(100)
Chi-square = 1.09 with 1 degree of freedom, p = .30						
Marital Status						
Single	109	(47)	125	(53)	234	(100)
Married	35	(46)	41	(54)	76	(100)
Marital Separation	22	(49)	23	(51)	45	(100)
Chi-square = 0.10 with 2 degrees of freedom, p = .95						
Last Grade Completed						
0 to 8	39	(49)	40	(51)	79	(100)
9 to 11	70	(44)	91	(56)	161	(100)
High School Graduate	44	(48)	47	(52)	91	(100)
College	13	(54)	11	(46)	24	(100)
Chi-square = 1.53 with 3 degrees of freedom, p = .67						
Time Spent on Job of Longest Duration						
0 to 9 Months	66	(42)	91	(58)	157	(100)
10 Months or More	74	(47)	82	(53)	156	(100)
Chi-square = 0.72 with 1 degree of freedom, p = .40						

Table 1

Persistence in Educational Programs by
Selected Offender Characteristics

Offender Characteristic	Persisters Number	Persisters Percent	Non-Persisters Number	Non-Persisters Percent	Total Number	Total Percent
Present Offense Characteristics						
Committing Institution						
Walpole	108	(46)	125	(54)	233	(100)
Concord	58	(48)	64	(52)	122	(100)
Chi-square = 0.01 with 1 degree of freedom, p = .92						
Present Offense						
Person	102	(42)	138	(58)	240	(100)
Sex	32	(58)	23	(42)	55	(100)
Property	22	(55)	18	(45)	40	(100)
Drug	8	(50)	8	(50)	16	(100)
Other	2	(50)	2	(50)	4	(100)
Chi-square = 5.81 with 4 degrees of freedom, p = .21						
Offenses Against the Person						
Murder - 1	7	(37)	12	(63)	19	(100)
Murder - 2	7	(39)	11	(61)	18	(100)
Manslaughter	12	(60)	8	(40)	20	(100)
Assault w.i. Kill	6	(46)	7	(54)	13	(100)
Armed Robbery	45	(41)	65	(59)	110	(100)
Unarmed Robbery	13	(46)	15	(54)	28	(100)
Armed Assault	9	(33)	18	(67)	27	(100)
Unarmed Assault	2	(67)	1	(33)	3	(100)
Kidnapping	1	(100)	0	(0)	1	(100)
Conspiracy	0	(0)	1	(100)	1	(100)
Sex Offenses						
Rape	20	(56)	16	(44)	36	(100)
Assault w.i. Rape	5	(62)	3	(38)	8	(100)
Rape of Minor	5	(62)	3	(38)	8	(100)
Assault w.i. Rape Minor	2	(67)	1	(33)	3	(100)

Table 1

Persistence in Educational Programs By
Selected Offender Characteristics

Offender Characteristics	Persisters		Non-Persisters		Total	
	Number	Percent	Number	Percent	Number	Percent
Offenses Against Property						
Arson	1	(100)	0	(0)	1	(100)
Armed Burglary	0	(0)	3	(100)	3	(100)
Burglary	19	(63)	11	(37)	30	(100)
Burglary Tools	1	(100)	0	(0)	1	(100)
Larceny	0	(0)	1	(100)	1	(100)
M.V. Theft	0	(0)	1	(100)	1	(100)
Stolen Goods	1	(33)	2	(67)	3	(100)
Drug Offenses						
Sale of Heroin	0	(0)	1	(100)	1	(100)
Controlled Substance	8	(53)	7	(47)	15	(100)
Other Offenses						
Escape	1	(100)	0	(0)	1	(100)
Weapons	1	(33)	2	(67)	3	(100)
Criminal History Indicators						
Prior Juvenile Commitments						
None	126	(49)	130	(51)	256	(100)
One or More	40	(40)	59	(60)	99	(100)
Chi-square = 1.89 with 1 degree of freedom, p = .17						
Prior County Incarcerations						
None	89	(48)	96	(52)	185	(100)
One or More	77	(45)	93	(55)	170	(100)
Chi-square = 0.18 with 1 degree of freedom, p = .67						

Table 1

Persistence in Educational Programs by
Selected Offender Characteristics

Offender Characteristics	Persisters		Non-Persisters		Total	
	Number	Percent	Number	Percent	Number	Percent
Prior State or Federal Incarcerations						
None	131	(50)	133	(50)	264	(100)
One or More	35	(38)	56	(62)	91	(100)
Chi-square = 2.95 with 1 degree of freedom, p = .08						
Prior Adult Incarcerations						
None	74	(51)	72	(49)	146	(100)
One or More	92	(44)	117	(56)	209	(100)
Chi-square = 1.28 with 1 degree of freedom, p = .26						

Table 2

Persistence in Educational Programs by
Selected Offender Characteristics

Offender Characteristics and Persistence Status	Mean	Number	Standard Deviation
Personal Background Characteristics			
Age on September 1, 1981			
Persisters	27.8 Years	166	(7.7)
Non-Persisters	27.6 Years	189	(7.9)
t = 0.20 with 353 degrees of freedom, p = .84			
Age at Commitment			
Persisters	26.1 Years	166	(7.4)
Non-Persisters	26.0 Years	189	(7.7)
t = 0.04 with 353 degrees of freedom, p = .97			
Last Grade Completed			
Persisters	9.8	166	(2.7)
Non-Persisters	9.7	189	(2.8)
t = 0.31 with 353 degrees of freedom, p = .76			
Present Offense Characteristics			
Walpole - Minimum			
Persisters	11.4 Years	108	(8.2)
Non-Persisters	12.0 Years	125	(8.9)
t = -0.53 with 231 degrees of freedom, p = .60			
Concord - Maximum			
Persisters	12.1 Years	58	(7.1)
Non-Persisters	12.1 Years	64	(6.2)
t = 0.01 with 120 degrees of freedom, p = .99			

Table 2

Persistence in Educational Programs by
Selected Offender Characteristics

Offender Characteristics and Persistence Status	Mean	Number	Standard Deviation
Criminal History Indicators			
Total Number of Court Appearances			
Persisters	11.6	163	(9.2)
Non-Persisters	13.1	187	(8.7)
t = -1.52 with 348 degrees of freedom, p = .13			
Prior Charges for Person Offenses			
Persisters	5.1	163	(4.0)
Non-Persisters	5.6	187	(5.2)
t = -1.08 with 344 degrees of freedom, p = .28			
Prior Charges for Sex Offenses			
Persisters	0.7	163	(1.5)
Non-Persisters	0.4	187	(1.2)
t = 1.97 with 305 degrees of freedom, p = .05			
Prior Charges for Property Offenses			
Persisters	7.6	163	(9.4)
Non-Persisters	9.3	187	(10.4)
t = -1.57 with 348 degrees of freedom, p = .12			
Prior Charges for Narcotics Offenses			
Persisters	1.7	163	(3.4)
Non-Persisters	1.5	187	(2.4)
t = .59 with 282 degrees of freedom, p = .56			

Table 2

Persistence in Educational Programs by
Selected Offender Characteristics

Offender Characteristic and Persistence Status	Mean	Number	Standard Deviation
Prior Charges for Alcohol Offenses			
Persisters	0.9	163	(2.5)
Non-Persisters	0.5	187	(1.7)
t = 1.68 with 283 degrees of freedom, p = .09			
Prior Charges for Escape Offenses			
Persisters	0.2	163	(0.5)
Non-Persisters	0.3	187	(0.9)
t = -0.94 with 299 degrees of freedom, p = .35			
Age at First Court Appearance			
Persisters	17.8 Years	163	(5.9)
Non-Persisters	17.2 Years	187	(5.8)
t = .88 with 348 degrees of freedom, p = .38			